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ABSTRACT

This report describes some of the initial plans, activities, and opinions of southern nursing school faculty selected to participate in the Faculty Development in Nursing Education Project (FDN). Section 1 states that the project's overall objectives are to improve and to develop the teaching skills of nurse educators in meeting the needs of students from culturally and educationally diverse backgrounds. Besides listing the twenty participating college nursing programs, the section also describes the history of other nursing education programs sponsored by the Southern Regional Education Board (SREB), FDN's administrator. Section 2 focuses on the development of project plans by task groups appointed at the twenty sites: (1) to identify the targeted student population (male, rural, minority, and disadvantaged students); (2) to establish the special concerns and needs of nursing educators in meeting these students' needs; and (3) to determine faculty beliefs regarding education, learners, and teaching methods (the results of surveys conducted at some sites are summarized). Also included are two papers previously published by the SREB and relevant to FDN activities: "Diversity: Cultural and Educational" which emphasizes the special needs of students of diverse backgrounds and "Dimensions of the Teacher's Role" which discusses the purpose and process of teaching. (ELG)

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FOREWORD

This publication presents some of the initial planning activities of the nursing programs selected to participate in the Faculty Development in Nursing Education Project (FDN). During the first year of project activities, nurse educators identified a number of issues and concerns as specific objectives to be developed at the respective sites. It is hoped that sharing some of these concerns and beliefs may help other nurse educators improve teaching and learning opportunities for students of different cultural and educational backgrounds.

Eula Aiken, Project Coordinator
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TABLE OF CONTENTS

INTRODUCTION 1

BACKGROUND INFORMATION 2

DEVELOPMENT OF PROJECT PLANS
AT PARTICIPATING SITES 6

DIVERSITY: CULTURAL AND EDUCATIONAL 15

DIMENSIONS OF THE TEACHER'S ROLE 28

APPENDIX A
Faculty Development in Nursing Education Project
Purpose and Objectives, Scope of Work 33

APPENDIX B
Faculty Development in Nursing Education Project
Advisory Committee, Evaluation Team 36

APPENDIX C
Faculty Development in Nursing Education Project
Roster of Task Group Leaders 37

APPPENDIX D
Leadership Outline for Conducting A Nominal
Group Technique (NGT) Meeting 40

APPENDIX E
Samples of Survey Forms
Questionnaire 44
Student Survey Questionnaire 51
Faculty Questionnaire 54
Teaching Typology Survey 60
Student Learning Styles Questionnaire 62

INTRODUCTION

Faculty development is interpreted in many ways. Common in most definitions, however, is an improvement or enhancement of teaching skills. For the purpose of the Faculty Development in Nursing Education Project (FDN), faculty development is viewed as an enhancement or enrichment of teaching skills that will result in more effective teaching and learning opportunities, especially for students of diverse cultural and educational backgrounds.

This publication will describe some of the initial plans, activities, and opinions of nurse faculty in programs selected to participate in the project. First, a synopsis of some previous activities administered by the Southern Regional Education Board (SREB) describes the framework in which the FDN project developed. Then, some of the common themes and concerns of faculty influencing specific foci for the selected nursing programs are reviewed. A summation of some of the information which task groups collected in efforts to determine faculty needs and interests is presented. Ms. Sue Legg (Assistant Director of Testing, University of Florida at Gainesville) prepared a report of faculty responses to various items on a survey form used at many of the sites.

Following the overview of the project are two papers that are relevant to FDN activities. Both papers have appeared in other SREB publications which are now out-of-print. One paper *Diversity: Cultural and Educational,* coauthored by Dr. Sylvia Hart (Dean, College of Nursing, University of Tennessee at Knoxville) and Ms. Kathleen Conlon (Assistant Professor, College of Nursing, University of Tennessee at Knoxville), was read at the first FDN regional conference in October 1977. The other paper *Understanding Dimensions of the Teacher's Role,* written by Dr. Hazle Blakeney (Director, Career Development, University of Maryland at Baltimore), was presented at a conference for faculty of traditionally black nursing programs in June 1972.

BACKGROUND INFORMATION

Historical Perspective

Over the past decade the Southern Regional Education Board Council on Collegiate Education for Nursing has demonstrated concern about the promotion of opportunities for persons underrepresented in the nursing profession. Nurse educators in the South began in 1968 to consider means to increase the number of nonwhite students enrolled and graduated from nursing programs. Following several meetings of these nurse leaders, representing baccalaureate and associate degree nursing programs, and a conference of faculty from traditionally black nursing programs, a contract was awarded the Southern Regional Education Board in 1972 by the Division of Nursing, U.S. Department of Health, Education, and Welfare to increase "opportunities for persons from disadvantaged environments in college-based programs."

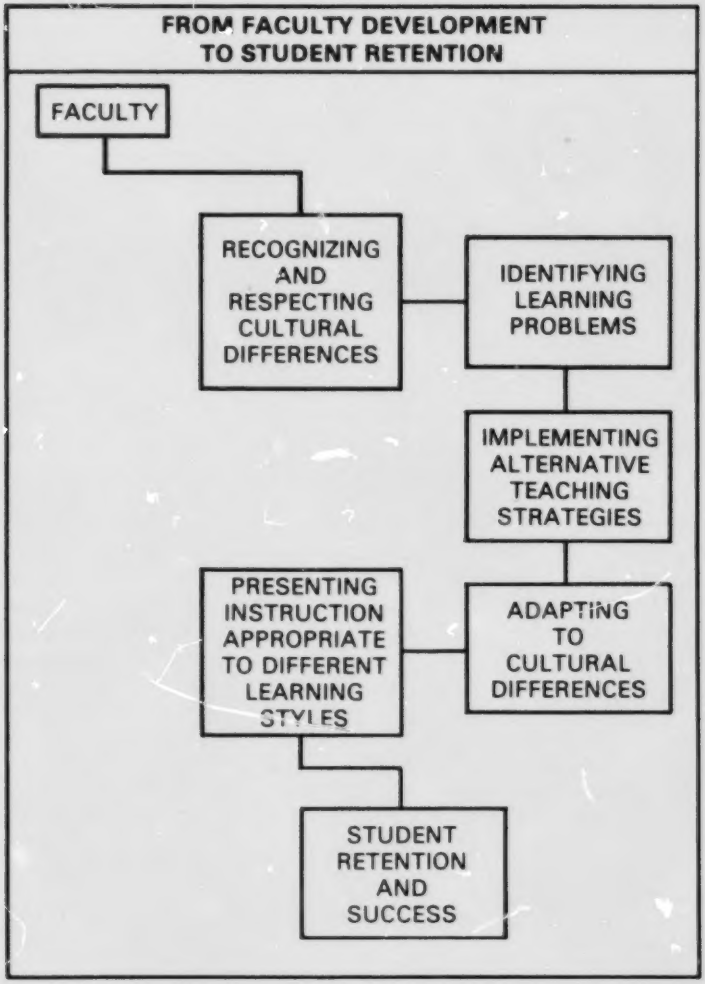
Three nursing programs were selected to participate in this three-year demonstration project emphasizing recruitment, retention, and graduation of students with academic potential who might be excluded from admission because of the traditional criteria used to determine entry into a program. It was determined during the progress of this project that recruitment was not a major obstacle in access to the profession. Rather, retention was a significant problem in the effort to increase the number of persons underrepresented in nursing. Nurse faculty expressed concern about high attrition rates among students, especially those who were "different" from the usual student admitted to the program, and indicated the need for assistance in improving their skills to teach students who might represent varying cultural and educational backgrounds. Therefore, a recommendation of the project, commonly referred to as Project IODINE (acronym for Increasing Opportunities for the Disadvantaged in Nursing Education), led to the development of another proposal in 1975 that focused on faculty development activities. The prime purpose of the proposal was to provide opportunities for faculty to enhance teaching skills so that educational experiences involving students from different cultural and educational backgrounds can be more effective. The underlying thesis of the proposal asserts that increased awareness of learning obstacles, learning options, and learning styles will enable nurse faculty to utilize their skills more effectively in the teaching and learning environments.

The Southern Regional Education Board was awarded a $300,000 grant from the Division of Nursing, Department of Health, Education, and Welfare in March 1977 to administer a three-year Faculty Development in Nursing Education Project (FDN).

Objectives

The objectives of the Faculty Development in Nursing Education Project are summarized in Figure 1. An overview of the scope of work outlined for the three-year activity is in Appendix A.

FIGURE 1


FROM FACULTY DEVELOPMENT TO STUDENT RETENTION
FACULTY
RECOGNIZING AND RESPECTING CULTURAL DIFFERENCES
IDENTIFYING LEARNING PROBLEMS
IMPLEMENTING ALTERNATIVE TEACHING STRATEGIES
ADAPTING TO CULTURAL DIFFERENCES
PRESENTING INSTRUCTION APPROPRIATE TO DIFFERENT LEARNING STYLES
STUDENT RETENTION AND SUCCESS

The following assumptions are inherent in the overall project goals:

Nurse educators, regardless of age, experience, or effectiveness, can improve teaching skills in many ways.

The faculty development program in nursing education is not a remedial program for poor teachers or underachievers.

The admission of students from different cultural and educational backgrounds demands that faculty address some of the issues and problems these students encounter in educational settings.

By developing their learning potential, "different" students enrolling in college-based nursing programs can become competent professional nurses.

Nurse educators need assistance in identifying learning obstacles, selecting alternative teaching strategies, and utilizing varied support services to provide more effective learning experiences for students of diverse cultural and educational backgrounds.

Project Sites

Twenty college-based nursing programs were selected by a five-member advisory committee and project staff. A roster of committee members is in Appendix B. In selecting the 20 programs consideration was given to: geographical location of the nursing programs within the SREB states; type of program; location of program, i.e., rural or urban setting; diversity of the faculty and student populations; availability of various support services; and stated reasons for wanting to participate. Selected programs of three private and 17 public institutions represent 11 associate degree, two baccalaureate and higher degree, and seven baccalaureate degree programs. Two of the sites participated in the earlier SREB project, Project IODINE (PHS Contract No. 724322). Four sites are based in traditionally black institutions. The locations of the 20 project sites are shown in Figure 2.

FIGURE 2
LOCATION OF PROJECT SITES

ALABAMA
(1) University of Alabama in Birmingham

ARKANSAS
(2) Southern Arkansas University in Magnolia

FLORIDA
(3) Daytona Beach Community College in Daytona Beach
(4) Polk Community College in Winter Haven
(5) Santa Fe Community College in Gainesville
(6) Valencia Community College in Orlando

GEORGIA
(7) Albany State College in Albany
(8) Georgia College in Milledgeville
(9) Valdosta State College in Valdosta

KENTUCKY
(10) Kentucky State University in Frankfort

MARYLAND
(11) University of Maryland at Baltimore

NORTH CAROLINA
(12) North Carolina A&T State University in Greensboro
(13) North Carolina Central University in Durham

TENNESSEE
(14) Lincoln Memorial University in Harrogate
(15) University of Tennessee at Nashville

TEXAS
(16) Texarkana College in Texarkana
(17) Texas Christian University in Fort Worth
(18) University of St. Thomas in Houston

VIRGINIA
(19) J. Sargeant Reynolds Community College in Richmond
(20) Tidewater Community College in Portsmouth

DEVELOPMENT OF PROJECT PLANS AT PARTICIPATING SITES

Task Groups

Implementation of an effective faculty development program depends on visible and firm support at all levels in the nursing program. Task groups were appointed by the nurse administrative head to coordinate plans and activities. Task group appointees represent those faculty who are committed to the project's purposes and goals and who can interact positively with other colleagues and students in the university or college setting. A nurse educator serves as the task group leader at each site. Membership consists of representatives from the nursing faculty and other related disciplines, e.g., education, counseling, natural sciences, social sciences, and varies in number from 5 to 15 persons. These groups help to identify needs, establish specific objectives and implement the proposed activities. (A roster of the task group leaders is in Appendix C.)

In formulating campus objectives, task groups considered the following factors: (1) identifying the targeted student population, (2) establishing special concerns and needs of the nursing educators, and (3) determining faculty beliefs regarding education, learners, and instructional methods. The task groups developed individual approaches to eliciting the needed information from students and faculty. The nominal group technique (NGT), or some modification of this technique, was employed by several faculty groups. (This method is outlined in Appendix D.) Through this technique, nurse educators were involved in determining major issues or activities. Ideas generated were later ranked according to importance by each group. Some project sites used small group discussions or assorted surveys to obtain the necessary information for planning and implementing appropriate activities.

Specification of Cultural Diversity

Each project site specified the diversity of students in its own academic setting. This specification was not limited to academically disadvantaged or minority students, although race was a prime determinant at many sites. Other determinants included sex, age, class, values, customs, and academic entry skills. Some of the targeted student categories are listed below:

Male students trying to break role patterns;

Rural students enrolled in an urban college or university;

Minority students, i.e., white students enrolled in a pre-

dominantly black college or university, or nonwhite students enrolled in a predominantly white institution;

Disadvantaged students, either educational or economic;

First-generation college-goers.

Identification of Concerns

The pertinent question addressed by nurse faculty at many of the project sites was, "What problems/obstacles prevent your meeting the needs of those students identified as the targeted student population?" Answers derived from faculty discussions are as follows:

- Communication difficulties;
- Lack of faculty cooperation in designing actions that would meet the needs of diverse student groups;
- Student stereotyping;
- Insufficient faculty preparation to deal with diverse students;
- Little knowledge of specific techniques and tools related to student learning;
- Failure to acknowledge a problem;
- Disparities in educational goals;
- Inflexible college requirements.

At some sites students were invited to share observations. Their perceptions of teaching and learning obstacles included the following:

- Anxiety associated with tests;
- Inconsistency in faculty expectations;
- Inadequate clinical experience;
- Poor advisement;
- Not enough time to learn.

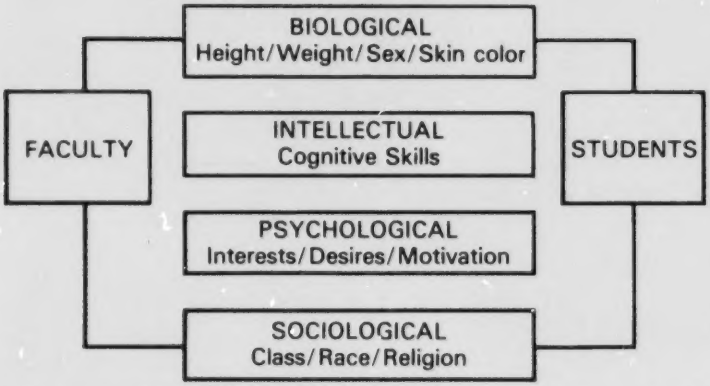
It is apparent from the various discussions that misconceptions and stereotypical reactions block effective interpersonal relationships as well as teaching and learning opportunities. Frequently, faculty and student inputs have not been recognized or addressed adequately in the academic environment. The inputs (see Figure 3) have a significant impact on the total educational experience.

In addition to faculty and student discussions, many of the project sites developed questionnaires to elicit faculty (and student) beliefs about teaching and learning. (Samples of some of the survey forms are in Appendix E.)

Nurse educators were asked to share their opinions about some

FIGURE 3

STUDENT AND FACULTY INPUTS



of the issues surrounding teaching and learning in their academic settings. Since one form, adapted from *A Handbook for Faculty Development* by W.H. Berquist and S.R. Phillips, was used by a number of the participating programs, some of the information from these programs has been compiled and is reported in the following paragraphs.

Teaching Experience. This information depicts the opinions of 323 nurse educators, a majority of whom are under 40 years of age (75 percent) and hold the master's degree (72 percent). Tables 1 and 2 show the years of employment for these nurse educators at the current institution and the years of teaching experience.

Attitudes Toward Teaching. The extent to which nurse educators agree or disagree with statements related to the qualities of good teachers is depicted in Table 3. The results show that the majority of these educators agree that teaching is learned and there is no one style of effective teaching.

TABLE 1

PERCENTAGE DISTRIBUTION OF 323 NURSE FACULTY ACCORDING TO YEARS OF EMPLOYMENT AT INSTITUTION

Years of Employment	Percent
Less than 4	51
4 to 5	20
5 or more	27

TABLE 2

PERCENTAGE DISTRIBUTION OF 323 NURSE FACULTY ACCORDING TO YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Percent
1 or Less	11
2 to 5	34
6 to 10	31
Over 10	24

TABLE 3

RESPONSES OF 323 NURSE FACULTY REGARDING THE QUALITIES OF GOOD TEACHERS

	NUMBER OF RESPONSES			
	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
1. There is no one style of effective teaching	14	10	36	26
2. Teaching is a learned set of activities	3	17	107	191
3. Good teachers are born	145	115	58	2
4. The best teacher is the person who knows the most	138	121	55	7
5. Involvement in research leads to far more exciting teaching	35	79	150	49
6. Good teaching is an art, not a science	15	98	150	115

A majority of the educators agree that arousing student interest in the subject matter is essential for good teaching. However, differences are observed in responses to the statement, "Students are the best judges of how effectively their professors teach." Seventy-four percent of the most experienced nurse educators think the students' judgments are valid, in contrast to 46 percent of the beginning nurse educators.

Instructional Methods. Table 4 shows the faculty utilization of and interest in learning more about alternative learning methods. The statistics indicate a strong interest in interdisciplinary, problem or theme teaching, experiential learning, and self-paced instruction.

Since 118 instructors express an interest in learning more about audio-visual media, workshops on the use of media can benefit selected faculty. (It is noted that 180 persons had used this

TABLE 4

RESPONSES OF 323 NURSE FACULTY REGARDING UTILIZATION OF INSTRUCTIONAL METHODS AND/OR INTEREST IN LEARNING MORE ABOUT THE METHOD

Number Who:	Have used it	Have used it/ want to learn more	Are interested in learning more
1. Lecture	221	91	5
2. Group Discussion	185	123	6
3. Team Teaching	115	91	24
4. Interdisciplinary, problem, or theme teaching	58	54	125
5. Use of the community as a learning laboratory	150	72	49
6. Independent, tutorial, or contracted study	123	89	66
7. Experiential learning, gaming, simulation	79	106	107
8. Individual research or artistic project	113	55	68
9. Group research or project; Use of students as teachers or discussion leaders	166	37	77
10. Self-paced instruction, Personalized System of Instruction (PSI)	79	124	55
11. Use of audio or visual media	180	15	118
12. Other, please specify	—0—	—0—	—0—

Note: The first column in Table 4 indicates the number of respondents who have used the method; the second refers to respondents who have used the method and want to learn more about the method; the third column shows the number of persons who have not used the method, but who want to learn more about it.

method, but did not indicate interest in learning more about it.)

Value of Selected Activities. Faculty rated specific activities on a three-point scale, ranging from very valuable to not very valuable, and indicated their willingness to participate in the activity. The results show an interest in students' learning styles, characteristics and needs, and teaching strategies. A desire for more communication among faculty is expressed; however, there is a tendency for faculty with fewer years of experience to be less willing to share attitudes than more experienced teachers. For example, of the first-year teachers 38 percent are willing to share attitudes and values about teaching; 50 percent of the faculty with 3 to 10 years teaching experience indicate willingness to share.

Table 5 shows the percentage of those willing to participate in specific activities.

TABLE 5

PERCENTAGE DISTRIBUTION OF 323 NURSE FACULTY INDICATING WILLINGNESS TO PARTICIPATE IN SPECIFIC ACTIVITIES BY YEARS OF TEACHING EXPERIENCE

Activity	Years of Teaching Experience			
	0 to 1 (N = 3)	2 to 5 (N = 109)	6 to 10 (N = 100)	Over 10 (N = 77)
1. Learn more about higher education	34	24	30	18
2. Have others criticize my teaching	50	36	46	28
3. Share with others my attitudes and values about teaching	38	42	50	47
4. Learn about students' learning styles, characteristics and needs	48	40	54	54
5. Improve instructional skills by experimenting with different teaching techniques	51	37	54	40
6. Develop new courses or redesign existing ones	35	30	40	34
7. Develop personal, organizational, management and leadership skills	35	32	38	27
8. Learn more about course and teacher evaluation	32	37	45	26
9. Learn more about student advising	35	30	46	28

(Unfortunately, the directions for checking the last alternative were sometimes misinterpreted. Therefore, an activity may have been checked as "very valuable" but not checked as "willing to participate." In some cases, it was impossible to decide whether the ambiguity was due to the format of the item or to the intent of the respondent.)

According to reponses of these 323 nurse educators, the most experienced teachers and those who have taught from 1 to 5 years are least willing to participate across activities. On the other hand, instructors who are just beginning their careers and those who have taught from 6 to 10 years are most interested in participation. The most experienced teachers are very interested in learning styles (54 percent) and in sharing with colleagues (47 percent). But, they are less interested in learning about higher education (18 percent), probably because of their extensive experience in institutions of higher education. Less experienced teachers may feel too much pressure from their daily routine to undertake new ventures, even though they may be more willing to try whatever might help.

The implications of these results can have a direct effect on planning workshops. Since the most experienced of these 323 educators have rather specialized interests, they will probably benefit most from workshops that focus on alternative teaching strategies and learning styles of students. In fact, participation in workshops with this focus could draw from all levels of teaching experience. However, instructors who have at least five years of teaching experience have a broader range of interest, as their survey responses indicate, in developing new courses, in evaluation, peer criticism of teaching methods, and student advising.

Improving Teaching. The most frequent response (N = 74), describing what would help most to improve teaching is knowledge about different teaching strategies. Eighteen respondents state knowledge of learning styles will improve their teaching. The least frequent responses are knowledge of media or improved student information. Other responses include: better testing and evaluation techniques, shared information among faculty, peer critiques of teaching, and inservice training.

Table 6 shows the percentage of faculty responses to the statement, "Teaching is best improved by leaves, lighter loads, and smaller classes." A higher percentage of those nurse educators with 6 to 10 or more than 10 years of teaching experience disagree with the statement in contrast to those with 2 to 5 years of teaching experience.

Test construction and clinical evaluation tools are recurring problems. Comments in this area range from the need for skills in basic test development to strategies for testing the mental processes necessary to generalize concepts and evaluate alternatives. The frustration with clinical evaluation tools is also cited.

TABLE 6

PERCENTAGE DISTRIBUTION OF 323 NURSE FACULTY RESPONSES REGARDING IMPROVEMENT OF TEACHING WITH LEAVES, LIGHTER LOADS, AND SMALLER CLASSES

	Years of Teaching Experience			
	0 to 1	2 to 5	6 to 10	Over 10
Strongly Disagree	11	4	10	17
Disagree Somewhat	32	32	32	35
Agree Somewhat	51	51	45	40
Strongly Agree	5	12	12	6

Faculty indicate persistently the need for better communication, more opportunities to learn from peers, and improved mechanisms for sharing information across program levels or between programs. In addition, opportunities for faculty to observe other instructors are suggested. Some faculty suggest that peer criticisms offered in a constructive manner will be helpful; others want to visit classes taught by a recognized master instructor at their own or other institutions. Some faculty, concerned with inservice educational opportunities, often refer to the need for periodic experience working in hospitals

Improving the Program. Table 7 summarizes responses to a question, "In your opinion, what is the single most important change that could be made in your nursing program to improve the quality of instruction?" A majority of the respondents suggest an integrated curricular design. These respondents believe the curriculum needs to be sequenced in a more logical manner. Comments stress the need to integrate the course content across levels and to orient learning toward conceptual rather than factual understandings.

Structuring opportunities to improve faculty expertise is stressed. Methods cited include enrolling in courses and providing additional clinical experience. For many of the faculty, there is a parallel between improving teaching and improving the nursing program. There are few differences in those factors which will improve teaching of the program.

Faculty development activities at each site have been tailored to meet the specific requirements of faculty at different stages in their careers, with emphasis on the expansion of teaching expertise. Although the discussion in the preceding paragraphs cannot be generalized, it does provide clues about the opinions of some nurse educators participating in the Faculty Development in Nursing Education project.

TABLE 7

DISTRIBUTION OF 266 *NURSE FACULTY RESPONSES SUGGESTING CHANGES IN NURSING PROGRAMS TO IMPROVE THE QUALITY OF INSTRUCTION

SUGGESTED CHANGE	NUMBER OF RESPONSES
Integrated curriculum for students	50
Better qualified faculty	35
Performance and curriculum evaluation	36
More clinical experience/Better objectives	9
Better students and student data	37
Knowledge about teaching strategies	10
Flexible time schedule	8
Media use training	7
Better communication	44

*Note: 57 respondents gave no response

Major Areas of Concentration

Each of the project sites determined specific objectives to be accomplished during the three-year period. Although plans vary according to the type of program, targeted student population, and identified goals, common themes did emerge in the proposed activities and objectives established at the sites. The three major areas of concentration are: teaching and learning styles, learning obstacles, and cultural awareness.

Teaching and Learning Styles. Activities are underway at 11 project sites to determine prevalent teaching and learning styles, and how knowledge of the variations in syles can be used to promote more effective learning experiences.

Learning Obstacles. The identification of learning obstacles and use of appropriate measures to overcome these problems are the primary foci at four project sites. Attention is being directed to the cognitive skills of students as well as the necessary entry skills for success in the program.

Cultural Awareness. A number of activities focus on the impact of cultural differences on teaching and learning. Although this theme is apparent in activities at all of the sites, five are concentrating primarily on this area. Faculty are seeking to recognize varied misconceptions and stereotypical expectations related to persons who are "different."

DIVERSITY: CULTURAL AND EDUCATIONAL

The following presentation underscores some of the pertinent issues nursing educators encounter as they interact with students of different cultural and educational backgrounds. Written by Dr. Sylvia Hart, Dean, and Ms. Kathleen Conlon, Assistant Professor, College of Nursing, University of Tennessee in Knoxville, it appeared in an earlier SREB publication (now out-of-print) and is included in this document to re-emphasize the importance of recognizing and responding to the particular needs of students of diverse backgrounds.[1]

Cultural differences have enriched all our lives and contributed to our American way of life. One of the joys of traveling to various regions in this country is the variety in food, music, art, and architecture that one finds. The South, rich in hospitality, country music, regional dialects and Southern cooking, is a delight to tourists. New Orleans has a unique blend of French, black, and Indian cultures that is distinctive and unforgettable. The Spanish and Indian influence on the art, architecture, and food of the Southwest is easily recognized as part of that region's history. These wide differences result from the cultural input of the local residents.

The rich cultural diversity that this country offers should be valued for more than just the pleasure it gives the traveler. These many and diverse cultures have contributed different perspectives of the world situation, and are a rich source for developing strategies and alternatives as we attempt to deal with common problems. Unfortunately, sometimes this diversity is viewed as a problem, rather than as a resource for solving problems, and perhaps an examination of its history and characteristics will help us to understand and utilize it.

During the past century, America, which had been rural, has changed to a pattern of urban living. Associated with this change are the modifications seen in family and community life. Institutional arrangements within the community have been created to solve the newly created problems of urban life. Reflected in this solution is the increase in organizational complexity, which has increased the need for cooperation among urban dwellers. As efforts toward political, social, and economic integration in the urban centers have increased, contact between individuals with varying cultural backgrounds has pointed up the substantial difficulties of working together effectively. Frequently, even though persons

[1]This presentation was presented at the first regional conference of the FDN Project held at the Terrace Garden Inn in Atlanta, Georgia on October 16, 1977.

from different cultures are working and living in close physical proximity, they are not really working and living together. They are not using the diversity that surrounds them, hence, true integration is not taking place. The behaviors of persons from other cultures remain misunderstood and unacceptable.

The ability to correctly infer the meaning of specific behaviors of an individual from another culture is essential when dealing with intracultural situations. Failure to understand this meaning can have a devastating effect on the relationship between individuals. A good illustration of this comes from a report of Vassilion, a Greek psychiatrist. To understand the dialogue that follows, it is helpful to know that the Greeks see supervisory positions as more authoritarian and "bossy" than do Americans, who prefer participatory and democratic procedures.

Statement or Behavior	**Cultural Interpretation of Behavior**
American: How long will it take you to finish this report?	American: I asked him to participate. Greek: His behavior makes no sense. He is the boss. Why doesn't he tell me?
Greek: I don't know. How long should it take?	American: He refuses to take responsibility. Greek: I asked him for an order.
American: You are in the best position to analyze time requirements.	American: I press him to take responsibility for his own actions. Greek: What nonsense! I better give him an answer.
Greek: 10 days	American: He lacks the ability to estimate time. This time estimate is totally inadequate. It will take at least 30 days.
American: Take 15. Is it agreed you will do it in 15 days? Greek: Yes	American: I offer a contract. Greek: These are my orders: 15 days.

The report did require 30 days of work. Consequently, the Greek worked day and night, but at the end of the 15th day, he still needed one more day's work to finish the report.

Statement or Behavior	Cultural Interpretation of Behavior
American: Where is the report?	American: I am making sure he fulfills his contract.
	Greek: He is asking for the report.
Greek: It will be ready tomorrow.	(Both understand that the report is not ready.)
American: But we had agreed it would be ready today.	American: I must teach him to fulfill a contract.
	Greek: The stupid, incompetent fool! Not only did he give me the wrong orders, but he does not even appreciate that I did a 30-day job in 16 days.

The Greek hands in his resignation. The American is surprised. The Greek feels that he cannot work for such a man; he expects authority figures to speak with authority. Therefore, when a supervisor tries to involve his employees in the decision-making process, the Greek employee loses respect for his supervisor and becomes confused and dissatisfied.

This dialogue underlines the fact that, within a given culture, behavior is predictable. When individuals move out of their own culture, they are unable to predict how members of this alien culture will behave. Guthrie in his article, "A Behavioral Analysis of Culture Learning," describes the difficulties encountered by many Americans who have worked and lived in other countries. Most of the observations reported were based on anecdotal reports by Peace Corps workers. If we apply these insights to students who have different cultural backgrounds and enter nursing, we would realize that their difficulties are similar to those experienced by foreigners living in another culture. The foreigner and student are asked to learn many new things and to deny behaviors that may be old and familiar responses to common situations. The first clinical experience for any nursing student is filled with anxiety as the student attempts to identify appropriate behaviors. For example, how do you walk into a total stranger's bedroom, ask prying questions, and share intimate details of bodily function? While this is a confus-

ing and anxiety-producing situation for all nursing students it can be emotionally shattering to those who have also lost their identity and the comfort of familiar social situations.

What many of these students are experiencing is culture shock which is usually accompanied by increased irritability, impatience, loss of appetite, poor sleeping habits and somatic symptons. For a while people are willing to stay in a situation like this, even if satisfaction is absent but, with increasing dissatisfaction, the desire to leave increases. This may explain why some of our nursing students drop out. The combination of the academic challenge and the burden of acculturation is more than they can handle.

Thoughtful preparation for these initial academic and clinical experiences may help to support performance during this period. Because familiar cues and the subtle, unspoken conventions of behavior with which they are familiar are changed, the satisfaction in the experience may not be there. The social events that provide encouragement, direction, and meaning no longer support behavior and the student may become frightened, disoriented, discouraged, or angry.

If students can retain familiar supports, they can continue to live and feel as they always have. But, if the new culture is very different, some students may limit their contact, concentrating on the job (course), while withdrawing from all but essential contact. However, if students can achieve competence in the new culture, they may move toward the people in the new experience and the insights that this knowledge can provide. The foreigner or student may encounter disapproval for unknown reasons and familiar strategies that used to please others no longer work. It is one thing to recognize that values differ, but students, like all people, cannot get along without approval; without approval and encouragement, alienation and identity crises result. If it becomes necessary to change behavior patterns that are not congruent with the other culture, students may feel dishonest and insincere. They may feel that they are losing their personal values and they may question the price they must pay for the experience.

Some students may become acutely self-conscious as a result of their continual vigilance in trying to reduce the possibility of errors in their behavior. In these cases students may lose their spontaneity.

In any situation where one individual is different from everyone else, that individual tends to view himself or herself more closely and critically than before. This produces anxiety. Without familiar models to calm the uncertainties, the individual begins to wonder what kind of person he or she is. This experience can provide insight and an awareness of limitations, but it takes a determined individual to presevere until the situation becomes more predictable and a new world is opened and understood.

As educators we need to understand the attitudes, feelings, and perspectives that students from other cultures bring to the teaching-learning situation. We need to appreciate and maintain the cultural uniqueness of students, while providing the necessary education and skills to enable them to function and contribute. Since culture orders experience and guides behavior, we must be aware of these implications for learning.

Since it is well-established that attitudes and behaviors are formed early in life, we need to examine the variations in child-rearing that different cultures take in socializing their children. All social classes and ethnic groups provide child care that shapes the child's responses to and perceptions of the environment. These child rearing routines are subtle, but persistent in developing emotional expression, skill in interpersonal relationships, and development of value systems, life patterns and habits. If we understand how different cultures rear their children, we will also understand the behaviors they present to us when we see them as college students. Some of the following generalizations may be helpful in correctly interpreting the behaviors of students from various cultures.

Asian-American students are intelligent, industrious, neat, polite, quiet, and respectful. They appear to be the teacher's model student. Coming from a culture that is non-verbal, the Asian-American student appears passive when compared with the active, spontaneous, and self-directed American norm. Seldom will the Asian-American student venture to answer questions asked of a group. To elicit a response from these shy students, it is necessary to direct the questions specifically to the student.

In his or her traditional culture, the Asian-American child experiences negative, not positive reinforcement. Positive reinforcement is not given upon ahcievement because good performance is expected, but if poor performance occurs, the child feels shame. This contributes to a lack of confidence in the Asian-American student. Moreover, overt displays of emotion are discouraged. This inhibits the student further and reinforces the image of the Asian-American student as passive and inscrutable.

The result of this is that Japanese and Chinese Americans who have the highest educational equivalency of any group in the United States, realize no parity between their education, their occupation and the income they receive. In other words, they expect and receive few rewards for becoming well-educated — the American society rewards those who are assertive, confident and highly verbal.

It is not surprising then that studies have determined that the majority of American-born Japanese and Chinese males enter fields where information is highly structured and little self-expression is required, such as engineering and the sciences. Other

studies have revealed that these students are less independent, more inhibited and conforming. With weak interpersonal skills, these graduates are especially subjected to loneliness since they do not enter the mainstream of society.

To more fully equip the Asian-American student to bridge the two cultures, interpersonal skills must be strengthened and verbal skills must be developed more fully. Small discussion groups will permit these students to contribute more, thereby developing self-confidence in their abilities and enabling them to enter the competitive job markets and achieve the distinction that their academic achievement merits.

Spanish-American children, on the other hand, learn early how to function in society. Daily courtesies and politeness are developed in the family group and among friends. Later this quite naturally extends to their superiors and peers, and the child is quite comfortable with the social amenities in the adult world.

This quality is combined with a sense of self-worth. Spanish children are encouraged to be self-reliant and to think and speak for themselves. This individualism acknowledges the dignity and integrity of both child and adult. Praise and admiration are freely given for individual accomplishments, and this contributes to the sense of confidence exhibited by children with a Spanish heritage.

Despite this emphasis on individualism, children are taught to value cooperation. Their society is non-competitive and within the large, extended families, the children are taught to value loyalty, especially to the family. The kinship ties and cooperative spirit make the family the focus for social activities. Success is not seen as excelling or being better than others, but on being a more complete person. The emphasis is not on what the individual will "do" in life, but what he or she will "be" in life. This focus on the development of the human spirit leads many of these students to prefer the study of humanities and the arts rather than the physical sciences.

The tragedy of this humane approach to life occurs when the Spanish-American standards meet the United States standards. The phenomenon called "cocolonization" occurs, which implies dominance of the U.S. values as indicated by a consumer approach to success and the pursuit of material goods. That loss is our loss also when the Spanish student converts the values held at home to those of the dominant U.S. society.

Another group that exhibits this non-competitive trait is the *native American Indian.* A typical example was found in a Canadian newspaper that reported the remarks of a ski coach trying to train Indians to compete in races. He said:

> My biggest disappointment this season has been that Fred and Shirley aren't training as hard as I'd like them

to. It's an interesting situation. Both are Indians and their custom is that no Indian likes to rise above the others. If one does, the others quietly cut him back down to their own size. So Shirley and Fred won't train. My biggest problem will be to motivate them to greater things. If an Indian is behind, he wants to catch up, but when he's ahead, he sort of waits for the rest.

Because Indians have non-materialistic goals and values, they easily share things. Their generosity is influenced by their values. Taught to live in harmony with man and nature, the puritan ethic of hard work devoted to amassing land and possessions is not part of the Indian ethic. Land was not to be sold, just as you would not sell your mother. Charles Eastman, a Sioux Indian, describes tribal code on possessions:

> It was our belief that love of possessions is a weakness to be overcome. Its appeal is to the material part and if allowed its way it will, in time, disturb the spiritual balance of the man. Therefore the child must learn the beauty of generosity. He is taught to give what he prizes most . . .

The valued aspects of life consist of good interpersonal relationships and a positive relationship with nature and the Great Spirit. Because interpersonal relationships are so important, rejection of the Indian, be it from prejudice or personal failures, creates in the Indian a sense of inferiority. Usually frank, open, and direct, the Indian becomes silent if hurt or misunderstood. This often leads to the myth of the "silent Indian," but among themselves, Indians have respect not only for silence, but for words. Momaday describes the Indian's respect for words in *The Way to Rainy Mountain:*

> A word has power in and of itself. It comes from nothing into sound and meaning; it gives origin to all things. By means of words can a man deal with the world on equal terms. And the word is sacred.

On silence, Charles Eastman writes in his book *Indian Boyhood:*

> The power of articulate speech . . . is to him a perilous gift. He believes profoundly in silence — the sigh of perfect equilibrium. Silence is the absolute poise or balance of body, mind, and spirit.

With respect for both words and silence, eloquence is held in high esteem. Orators and storytellers are well respected and all Indians are afforded the opportunity to express themselves with the responsibility to speak from memory and to waste few words. This

eloquence is further strengthened by the lack of a written language and the importance of an oral/aural history.

Traditionally, the Indian student is not competitive. There is little value seen by the Indian student in competing, since the student believes the basic goal of education is just to learn. Some recommendations for educators who may work with native American students and other non-competitive students include:

- Think carefully before giving high praise to a student in class. Light praise, given in written form at the top of an assignment or test or individually at the end of a class, is a better method of handling positive reinforcement.
- As these students prefer not to be the focus of attention, avoid asking direct questions. Begin by asking students to answer from the group and then move to individuals.
- Do not schedule oral presentations until the students have become acquainted with each other. It is better to work in small groups if you would like to encourage student participation.

The Indian is generally not influenced by chronological time, which is in great contrast to the Anglo-American stress-producing time concept with deadlines for work, travel, daily living activities and play. This habit of remaining on "Indian time" is the despair of many people, including the almost acculturated Indian. The Indian student who remains unconcerned about a strict time schedule can create problems. It is helpful if initially the instructor can make loose schedules and short-term assignments in order to give the student time to learn to cope with the Anglo-American concept of time. Later, long-term assignments and precise deadlines can be handled by the Indian student.

Like the Indian, many *black students* do not operate on a strict time schedule and they further share the oral/aural tradition of history, as *Roots* has so recently emphasized. There are inherent differences in the black and Indian cultures as a result of their different origins. The black values and traditions emerged from a combination of their African heritage and the experiences of blacks in this society. Those blacks most isolated from the mainstream in the United States, most distinctly retain these traditions. Black children are taught to be cooperative and supportive while in the work situation, but competitive and individualistic in their play. Play is the mechanism for expressing themselves and identifying and developing their individuality.

Perhaps because of their oral/aural tradition and their orientation to people and performance, the black American prizes the ability to

verbalize. The black child speaks not only to communicate, but for the reaction and approval of the audience. Listeners are expected to actively participate both verbally and non-verbally. Black children and adults combine their verbalizations with emotional and physical activities. Therefore, body language is an integral part of communication for black Americans.

While black children learn early to become adept verbal performers, studies at the college level indicate that these students quite often remain deficient in the basic, but essential, reading and writing skills. These skills, crucial to collegiate success, are not held in such high value. This lack of value for reading and writing, combined with poor elementary and secondary education, greatly reduces students' ability to express themselves on paper.

Some of the skills that need improvement in order to make it possible for these students to successfully perform at the collegiate level have been identified in a case study of a remedial program at Queens College of the City University of New York (CUNY). Many of the black and Puerto Rican students enrolled in the Queens' SEEK program have read widely, but were unable to identify the basic thesis of a story or even a paragraph. Frequently students concentrated on small details and remained unsuccessful in identifying the substance of the author's idea. The necessity of taking notes during a lecture or from an article or book frustrated these students, as this skill is dependent upon the student's ability to distinguish the essential point from supplementary detail.

The SEEK students all experienced difficulty in organizing a paper. They tended to suggest a topic, but failed to develop it before introducing another idea. The resulting disorganization offered little basis for developing such technical skills as paragraphing. Lack of other technical skills in sentence construction, such as subject-verb agreement and sentence fragments, were also present but grammatical principles are easier to correct.

It is the failure of the student to clearly present a specific idea, and logically develop his thesis, that hampers effective written expression most severely. The student's inability to identify a story's basic thesis carries over into an essay type exam. It is then that the student is required to analyze the question and determine the idea he/she wishes to present. The problem is compounded when the student attempts to organize an effective answer quickly. The resulting essay is almost guaranteed to be unorganized and chaotic, dooming the student to failure.

In the remedial program at Queens College, smaller classes for SEEK students allowed instructors to give individual attention in the two core courses all SEEK students were required to take. In both the English and Social Science courses, emphasis was placed on the development of essential reading and writing skills; students had to read and analyze fairly difficult subject matter. They were

taught expository writing, and grammatical errors were identified in the students' papers. Discussion of examples taken directly from their papers, seemed to have more relevance for them and the impact had some carryover for the student. The basic principle was to teach material of good intellectual quality while developing basic skills. Sophisticated material was chosen, the article, essay or story was analyzed in class, and the basic idea identified. From this discussion an outline for a paper was developed which the student then used to write the paper outside of class. Lectures on the subject were given by the most competent instructors, and students were required to take notes. Paragraph outlines and underlining of significant points were used to assist the student in analyzing materials used for exams.

The problem of improving reading comprehension is always a difficult one. Specific approaches to solving this problem were developed by the instructors in the SEEK program at Queens College. The work was reported to be tedious and the recommendation was made that only short blocks of time be devoted to these exercises. The exercises involved picking out topic sentences from paragraphs and identifying the relationship between the topic sentence and the other sentences in the paragraph. The other sentences might clarify, magnify, contrast, or restate the topic sentence. Key words and phrases that were repeated were identified, as were the various ways used to express the same idea. Transitional words and logical construction were discussed. The exercises seemed to improve reading comprehension with a carryover into the student's writing and note taking.

The necessity for improving reading comprehension is accentuated by the conclusions drawn from a study comparing the relationship between reading comprehension and student performance on the National Teachers Examination (NTE). Thirteen variables were compared and a strong relationship was found between a student's reading ability and his/her score on the exam. There was a significant relationship between reading ability and GPA. The weakest relationships found were those between race and the other variables. The conclusions based on the study were that:

- Student performance on the NTE was related to reading abilities in vocabulary, comprehension, and speed of comprehension.
- Many students preparing to become elementary teachers were not themselves competent readers.
- Many college students who were judged in terms of their test scores as being comparatively poor readers could attain cumulative GPA's and course grades of 2.0 (C = 2.0) or higher.

For those students in health science fields, including nursing, the ability to read with comprehension is indispensable. In a study done at Hostas Community College (CUNY), the difficulty level of current textbooks was analyzed and compared with the entry vocabulary of the open enrollment students, which was at about the ninth grade level. The textbooks and journals were analyzed to identify the readability of the total book or article and the range of grade level for each book or article.

It was found that the reading level of college textbooks averaged at the 14th grade, although variation within and between chapters was as much as five grade levels (grades 11—16). The criteria used to evaluate readability included syntax, sentence length, and compound concepts, but vocabulary level was the variable of greatest consequence. Sparks and Gizis concluded that the minimum level of skill needed to read and understand college texts was 10th grade.

Low vocabulary level and verbal skills are most frequently found in students for whom English is not the primary language. This has implications for the Spanish and Indian students who are bilingual. The black student who is deficient in vocabulary and reading comprehension for the reasons previously cited is also highly vulnerable to academic failure unless these deficiencies are corrected.

Unless we have assessed the vocabulary and ideas our students have mastered and use them as a basis to introduce new ideas, we have no way of knowing whether we are communicating with them. In English, scientists use a vocabulary of great precision. Consequently it is very helpful to students in a particular field to improve their vocabulary and reading skills by doing most of their reading in that subject matter. This approach overcomes several deficiencies with the same exercise, and because the student is interested in the subject, he or she will be motivated to read more extensively.

The English language is causality oriented. The middle class American child is imbued with this. If a middle class white American mother asks a child to pick up his roller skates from the stairs and the child asks "Why?" the mother will most likely reply by explaining cause and effect. "Because someone will come along, trip on your skates and fall down the stairs. You wouldn't want to be responsible for that, would you?" Built into this response is the middle class guilt syndrome. Guilt is an internal sanction on members of the American middle class. Other cultures and languages do not have this orientation.

In the instance cited above, a mother with a Chinese, Japanese, or black cultural heritage is more likely to appeal to authority or power and reply, "Because I told you to." Frequently associated with this is the control exerted by shame, or the loss of respect of one's social group. Ridicule for these students is a more severe

punishment than any other form. The response to a child who questions an order in these cultures is many times a statement that is emphasized and proved by quoting a proverb or maxim. For example, a response to a child who doesn't want to go to bed may be, "Early to bed, early to rise, makes a man healthy, wealthy, and wise." It speaks indirectly to the concern, but makes an effective point. For the student acculturated in this way, he/she may find difficulty speaking directly to the point. It is then important to have the student clarify the point and clearly identify the concern.

A university education for the students from these cultures separates them from their home and society by producing intellectually curious individuals who question the order of things. If too many questions are asked, the individuals may no longer be considered a part of the original society. They may become emotionally separated from the formerly close ties with family and community. Since education is not simply preparation for a job, but should also improve and enrich the quality of life for the graduate, educators must understand that one of the consequences of a good education for persons from certain cultures may be alienation from that culture — a high price to pay for the educational experience.

By way of summary, it should be stressed that we are all products of our respective cultures. All cultures have unique approaches to child-rearing. All have differences in the values they prize most highly. All have variations in their use of language and its meaning. All approach education from different perspectives. Crucial to success in the educational process is the effective communication of ideas. Communication takes many forms. Verbal and non-verbal modalities utilized are directly related to previous and current cultural, educational and interpersonal experiences. In this paper we have tried to identify some behavioral characteristics of different cultures, the educational problems that arise when cultural differences are combined with learning skill deficiencies, and the challenge that faces us as educators when our student body is comprised of people with diversified cultural backgrounds, various levels of learning skills development, and various communication styles. All of these variations can serve either as stumbling blocks or stepping stones. Our goal must be to use them as stepping stones. Through our collective commitment and effort, this goal can be achieved. Our students will be better served; they will experience more success; we will experience more satisfaction; and society will receive better health and nursing care.

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DIMENSIONS OF THE TEACHER'S ROLE

Understanding the dimensions of the teacher's role is an important component in facilitating effective teaching and learning experiences. Dr. Hazle Blakeney, Director, Career Development, University of Maryland at Baltimore, gave two presentations at a conference in 1972 that highlight the pertinent role of educators in the instructional process. Excerpts from these presentations follow.[1,2]

The Helping Process

No doubt the interrelatedness of the teacher's techniques, attitudes, responsibilities, opportunities and roles has impressed itself upon you, and the merging of these dimensions underscores the holistic view of the individual. We must acknowledge, therefore, that our program design satisfies a logistical need — that is, it had to be arranged into manageable and coherent segments — but it is, in fact, artificially separated. For the *teacher* — for one who would *teach,* not merely instruct — the instructional process and the helping process are inextricably intertwined and move together in mutually supportive ways.

As I prepared this presentation, I engaged in a little debate with myself. The debate centered around whether I should discuss the knowledges necessary to undergird the "helping" process of the teacher, or whether attitudinal characteristics were more important for this function. Lest the teacher be projected as a maudlin, sentimental "do-gooder" who exudes a ubiquitous, indifferentiated, non-discriminating "helpfulness," I decided that the teacher's helping role should be goal-directed and, therefore, while not devoid of feeling, it should be intellectually based.

Let us zero-in on a definition of how we are using the word "helping." The Random House unabridged dictionary definition we will use for our purposes reads:

> to give or provide what is necessary to accomplish a task or satisfy a need; contribute strength or means to; render assistance to; cooperate effectively with; aid; assist.

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[1] Blakeney, Hazle. "Understanding the dimensions of the teacher's role: The helping process." Paper presented at a conference, sponsored by the Southern Regional Education Board, for faculty from traditionally black nursing programs in Atlanta, Georgia, June 5-9, 1972.

[2] _____. "Understanding the dimensions of the teacher's role: The instructional process." Ibid.

I am sure we could have chosen a more erudite word, but hardly one more critical nor one of greater significance as an imperative to action.

What should the teacher *know* to give direction and impact to her wish to be helpful?

She should know the principles of growth and development as well as the dynamics of personality development. This knowledge would assist the teacher in making some educated guesses as to the sources of resentment, hostility, pride, frustration, and satisfaction which may impinge on the student's learning opportunities. A knowledge of the student's ability and performance levels and their trends is a useful tool in diagnosing a student's need for help and rendering that help in directly relevant ways and toward defined ends.

The teacher should know and appreciate a range of motivating factors which give impetus to action. Additionally, the teacher must know teaching techniques, the subject matter, and other social and psychological data pertaining to the learning process.

What are the attitudinal qualities which are conducive to helping the student? I think a helping teacher must have an unwavering belief in a student's capacity to "become." If we believe that education is a process, the goal of which is changed behavior, then it behooves us not to despair about students as we receive them, but rather, to concentrate on how can we order our resources (human and non-human) to send them out as they should be.

There should be an "aggressive acceptance" of students on the part of the helping teacher. Our students are "tuned in" to this lukewarm tolerance of their presence and efforts, and "turned off" by it. Many of the students' life experiences have planted doubts in their minds of their own competence to succeed. Their very coming, i.e., presenting themselves to our schools, are giant steps for many. To develop in them the conviction that they can make it if they try requires direct and forthright encouragement. Admission to the program does not automatically mean "opportunity" to our students.

Acceptance of the *student* does not mean blanket approval of all the attributes the student might bring with her. A great deal of skill is required to interpret oneself as being a warm, accepting human being while being completely opposed to, say, certain attitudinal characteristics the students bring. We truly must convey the spirit that we "love the sinner, but hate the sin."

I believe the teacher must have a high aspiration level for the nursing profession. Having this places a responsibility on the teacher to see that students under her guidance will not be the vehicle which in any way denigrates the profession. Students, like anyone among us, will cling to that which is known, and the standards of grooming and decorum which have guided their actions

may not fit within the range of acceptable behavior in the milieu to which they aspire. Without nullifying the spontaneity and buoyancy, the student must be helped to appreciate the need for a different kind of personal behavior.

We have this need for a delicate balance. Students often need help in dealing with the ambivalence they feel in effecting certain behavioral changes, for they see in this a rejection of their origins. Many students are engaging in multifaceted learning. They are maturing physiologically, learning how to behave in a different sociocultural milieu, and they are learning nursing. This represents no small task! It would be surprising if their progress were not a little erratic.

The teacher adopts a non-judgmental attitude toward the "attitudes" of the student. Perhaps I am asking quite a lot of the teacher, for we must remember the teacher is a responding human being as well. If, however, our education is to count for something, then we must remember that "all behavior has meaning" and seek the larger issues. My point really is that, if we genuinely are seeking to help the student, rather than respond in anger or indignation, we will deal with inappropriate behavior in a way to constructively help the student change so that these behaviors will not thwart her ambitions.

Finally, regarding attitudes, the teacher should have (or develop) her own philosophical or religious grounding. In my opinion, students should be able to know where you stand. The teacher should be willing to expose, explain and defend her point of view or rationale for a decision. Through the experience of walking through our thought processes with us, as it were, students experience meaningful, emotionally-charged exposures to critical thinking. They may experience an openness, a willingness to incorporate new evidence and change, if change is warranted.

Helping Techniques

Although listed under another heading, the attitudes I have suggested the teacher might have would be, in practice, helping techniques. Providing carefully structured learning activities would also be helpful. I would suggest three other behaviors that might be useful.

1. Allow people the freedom to be themselves. Don't attempt to coerce or cajole them into being someone other than themselves. If they have certain flagrant inappropriate behavior, that must be checked, but a revision of the total person should not be attempted.

2. Provide (or serve as) a mirror and reflect students' attitudes for them. Hearing a thoughtless expression is a more forceful experience than hearing oneself say exactly the same thing.

3. Develop a willingness to continue dispassionate inquiry and investigation.

Teachers should have a working theory of learning which they have accepted for *themselves,* such as the need theory or the concept of readiness, etc. Their approach to the teaching-learning task should be derived from the theory accepted.

Knowledge about learning styles would be helpful. Knowledge of the individual student's learning style would allow teachers to provide a more direct "fit" of learning activities for students. Until this procedure becomes more clearly delineated, teachers should provide many varied learning activities so that, because of the richness of the opportunities, students may find for themselves those most satisfying.

Teachers should bring to a level of consciousness their own value systems (or biases) as these relate to verbal skill and ability, abstract thinking, manipulative skills. There is no doubt that each of these is a worthy outcome of learning and each must be achieved at some point in time, but is the sequence of the development of these abilities crucial to understanding or performance?

The Instructional Process

> *As teachers in a formal, educational setting, we must set out to teach, quite specifically, the learning outcomes we value. Following this, then, in order to teach for these outcomes, we must have defined, quite clearly, what these desired outcomes are.*

It is within this frame of reference that I address myself to the topic — Teaching with a Purpose.

We commonly state our objectives for courses in terms of knowledge, abilities, skills and appreciations. Looking at this another way, we say we expect students to leave our courses having attained certain defined levels of competence in each of the above named areas, and that these competencies will have been revealed in observable student behaviors. (I think it follows that we may assume that you intend to collect some evidence to discover whether or not — or to what extent — you achieve your objective.)

Let us look more critically at what happens between the statement of our purposes and the assessment of the outcomes. *Exactly what do we do with and for our students to promote the realization of the goals we set? For what purposes do we teach?*

What about knowledge? What does it mean "to know"? Knowledge is defined as recall or recollection which students demonstrate simply by bringing to mind (or reproducing) the appropriate material. I have heard students and teachers say, "No, I want them to understand."

What does that say to us, then, if we accept the sole goal of teaching for knowledge? Dare I suggest that the answer is that we have set for ourselves the lowest possible aim?

What of the person who has encyclopedic knowledge of words or knowledge about certain, specific historical facts — or to bring it closer to our concerns — what of the student who knows about the meaning of play to children, but requires that each child remain in his crib and keep the linen unwrinkled?

I'm sure none of us would consider so limited a goal as worthy, but I wonder how high is our level of awareness or how finely we perceive and distinguish *what* we want our students to learn so that we may structure their experiences and *teach purposefully*.

Lest it appear that I am disparaging knowledge, I hasten to say that if knowledge is the lowest level of intellectual functioning, then it is also the first and fundamental level and is essential to all others. In other words, knowledge is the foundation of all other intellectual activity. We must think about and act upon something — knowledge is the "raw material" of that something.

Perhaps some of you are saying, "I'd be content if my students knew all of the material listed under knowledge." I would agree that this amount of knowledge would represent good control of subject matter. My plea is that other phases of learning — other abilities — be developed simultaneously. If, by our actions — our teaching — we stress only the acquisition of knowledge without, at the same time, helping students to use this knowledge, and if we entertain any notion that students will, on their own, resurrect that knowledge and employ it meaningfully, I tell you categorically, you are at best engaging in wishful thinking; at worst, you are suffering a delusion.

But let us further our discussion and say that we are interested not only in our student's *knowing* certain facts, but also we want them to be able to *use* them. This utilization of knowledge is called, according to the taxonomy, intellectual ability or skill.

APPENDIX A

FACULTY DEVELOPMENT IN NURSING EDUCATION PROJECT

PURPOSE AND OBJECTIVES

A three-year project to help faculty, particularly those in nursing education, improve teaching competencies needed to identify and alleviate learning problems includes the following specific objectives:

1. To provide opportunities for faculty to improve teaching skills necessary for:
   - 1.1 Diagnosing learning problems;
   - 1.2 Recognizing, respecting and adapting to cultural differences;
   - 1.3 Presenting instruction appropriate to the learning style of students;
   - 1.4 Identifying learning obstacles;
   - 1.5 Prescribing alternative learning strategies.
2. To disseminate information about effective strategies.
3. To assess the efficiency, efficacy, and effectiveness of the varied activities initiated.

SCOPE OF WORK

1. **Appointment of Advisory Committee and Evaluation Team**
   - 1.1 A five-member advisory committee will be appointed to help the project staff establish criteria to select the 20 project sties.
   - 1.2 A five-member evaluation team will be appointed to assess the effectiveness of project activities at stated intervals. Experts in nursing education and research will be considered for this appointment.
2. **Selection of 20 College-Based Nursing Programs**

   The advisory committee, after establishing the criteria for selecting the 20 nursing programs in the 14 SREB states, will assist the project staff in selecting the programs.
   - 2.1 Programs selected are expected to:
     - 2.11 Return an agreement signed by the chief academic officer and nursing administrator indicating the institutional commitment to

this project throughout the three-year period.

2.12 Select a member of the nursing faculty to serve as task force leader for the project activities.

2.13 Appoint a task group comprised of representatives from administration and various academic disciplines, as well as nursing faculty, to assist the task force leader in planning and implementing project activities. (These appointments are to be made by the institution. Persons selected should have knowledge of the curriculum and philosophy of the program, be capable of effecting necessary changes in institutional policies and practices, and *not* be newly employed. The appointees should be committed to helping persons underrepresented or from disadvantaged environments attain educational goals.)

3. **Workshops/Meetings**

3.1 Advisory Committee

This five-member committee will meet twice each year. At the initial two-day meeting, participating sites will be selected and the proposed scope of work reviewed. A second two-day meeting will be scheduled prior to the termination of each budget period to review the activities conducted and to recommend any needed changes.

3.2 Evaluation Team

The five-member evaluation team will convene for a two-day meeting during each year to review the proposed scope of work and to discuss those evaluation measures to be employed during assessment visits to each participating site.

3.3 Workshops

Campus work sessions will be conducted at each participating site. Activities may be coordinated with other participating programs considering distance, interests and needs. All plans are to be discussed with project staff.

The project grant will defray the costs of two days of consultation and travel for the

consultant. (A participating program may elect to have two one-day workshops funded through the project grant or one two-day session. The task group leaders and task groups can determine which will be of greater value for the local site.)

3.4 Regional Meeting

There will be three regional meetings for at least four task group members from each participating program to:

3.41 Participate in work sessions focused upon problem areas identified in the project objectives, e.g., learning problems, barriers to learning, advising and counseling students, teacher-student interaction in multi-cultural settings.

3.42 Develop a plan for implementing project activities.

4. Assessment of Project Activities

4.1 The five-member evaluation team will conduct interim and overall assessments of project activities.

4.2 Each member of this team will be assigned to visit four project sites. During these one-day visits each evaluator will consider the specific objectives being addressed at the time of assessment, the interrelatedness of activities with project goals, and general strengths and weaknesses of the project activities.

Summaries of these assessments will be prepared by each evaluator and submitted to the project coordinator.

5. Dissemination of Pertinent Information

5.1 Summary progress reports will be given at the regular meetings of the Council on Collegiate Education for Nursing.

5.2 Quarterly newsletters will be used to share information about campus activities.

The Southern Regional Educational Board will assist in providing consultative services, facilitating the exchange of ideas among various state agencies and institutions, and disseminating pertinent information relevant to the needs of students who are underrepresented or are from disadvantaged environments.

APPENDIX B
FACULTY DEVELOPMENT IN NURSING EDUCATION PROJECT

ADVISORY COMMITTEE

Shirley Dooling, Dean
University of St. Thomas
Houston, Texas

Willie T. Ellis, Assistant Vice Chancellor for Academic Affairs and Director of Instructional Development
North Carolina A&T State University
Greensboro, North Carolina

James O. Hammons, Professor and Coordinator of Higher Education
University of Arkansas
Fayetteville, Arkansas

Sylvia Hart, Dean
College of Nursing
University of Tennessee at Knoxville

Shirley Lee, Coordinator, Nursing Division
Tidewater Community College
Portsmouth, Virginia

EVALUATION TEAM

Kathleen Conlon, Assistant Professor
College of Nursing
University of Tennessee at Knoxville

Elnora Daniel, Coordinator
Master's Program, Department of Nursing
Hampton Institute
Hampton, Virginia

James O. Hammons, Professor and Coordinator of Higher Education
University of Arkansas
Fayetteville, Arkansas

Sylvia Hart, Dean
College of Nursing
University of Tennessee at Knoxville

Sue Legg, Assistant Director of Testing
University of Florida at Gainesville

APPENDIX C

FACULTY DEVELOPMENT IN NURSING EDUCATION PROJECT

ROSTER OF TASK GROUP LEADERS

Associate Degree Programs

DAYTONA BEACH COMMUNITY COLLEGE
P. O. Box 1111
Daytona Beach, Florida 32015
904/255-8131
Jane E. Schell

GEORGIA COLLEGE
Milledgeville, Georgia 31061
912/453-4004
Mary Cook and Wendy Glawson

KENTUCKY STATE UNIVERSITY
Frankfort, Kentucky 40601
502/564-5957
Veneda Martin

LINCOLN MEMORIAL UNIVERSITY
Harrogate, Tennessee 37752
615/869-3611
Modena Beasley

POLK COMMUNITY COLLEGE
999 Avenue H., N.E.
Winter Haven, Florida 33880
813/294-7771
Alberta Dodd

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
P. O. Box 12084
Richmond, Virginia 23241
804/786-1371
Ann Pollard

SANTA FE COMMUNITY COLLEGE
P. O. Box 1530
Gainesville, Florida 32601
904/375-4200
Vivian Filer

SOUTHERN ARKANSAS UNIVERSITY
SAU Box 1406
Magnolia, Arkansas 71753
501/234-5120
Pat Williams

TEXARKANA COMMUNITY COLLEGE
2500 N. Robison Road
Texarkana, Texas 75501
214/438-4541
Joyce N. Hite

TIDEWATER COMMUNITY COLLEGE
Frederick Campus
Portsmouth, Virginia 23703
804/484-2121
Goldie Bradley

VALENCIA COMMUNITY COLLEGE
P. O. Box 3028
Orlando, Florida 32802
305/299-5000
Ruth Y. Webb

Baccalaureate Programs

ALBANY STATE COLLEGE
Albany, Georgia 31705
912/732-2171
Miriam Johnson

NORTH CAROLINA A&T UNIVERSITY
Greensboro, North Carolina 27707
919/379-7751
Marie Martin

NORTH CAROLINA CENTRAL UNIVERSITY
Fayetteville Street
Durham, North Carolina 27707
919/683-6322
Joan S. Martin

UNIVERSITY OF ST. THOMAS
3812 Montrose Boulevard
Houston, Texas 77006
713/522-7911
Mary Guidry

42

UNIVERSITY OF TENNESSEE IN NASHVILLE
10th and McLemore
Nashville, Tennessee 37203
615/251-1471
Dorothy Laux

TEXAS CHRISTIAN UNIVERSITY
Harris College of Nursing
Fort Worth, Texas 76129
817/251-1471
Ann Richards

VALDOSTA STATE COLLEGE
Valdosta, Georgia 31601
912/247-3331
Mary Margaret Richardson

Baccalaureate and Graduate Programs

UNIVERSITY OF ALABAMA IN BIRMINGHAM
University Station
Birmingham, Alabama 35294
205/934-4402
Janet S. Awtrey

UNIVERSITY OF MARYLAND
655 West Lombard Street
Baltimore, Maryland 21201
301/528-6741
Norma Rawlings

APPENDIX D

LEADERSHIP OUTLINE FOR CONDUCTING A NOMINAL GROUP TECHNIQUE (NGT) MEETING

Design Tasks

Prepare the NGT Question:
- Prepare alternative forms of an NGT question
- Pilot-test to select the question to be used

(Optional) Print the NGT question on nominal group worksheets for each participant.

Preparing the Meeting Room

Table Arrangement:
- Arrange tables as open "U" with a flip chart at the open end of the table
- Sufficient space between tables to avoid interference

Supplies:
- Flip chart for each table and for the leader
- Roll of masking tape
- Nominal worksheets and pencils for each participant
- 3x5 cards (for ranking)
- Felt tip pens

Introducing the Meeting

Welcoming Statement:
- Cordial and warm welcome
- Statement of the importance of the NGT task
- Clarification of the importance of each group member's contribution
- Statement of the use or purpose of the meeting's output

Conducting the Nominal Group Process

STEP 1: SILENT GENERATION OF IDEAS IN WRITING

Process:
- Present the nominal question to the group in writing (flip chart), read the question aloud;

Adapted from *Group Techniques for Program Planning*. By Andre L. Delbecq, *et. al*. Glenview, Illinois: Scott-Foresman Company, 1975.

Illustrate level of abstraction and scope desired with example that does not distort (lead) group responses;
Avoid other requests for clarification;
Charge the group to write ideas in brief phrases or statements;
Ask group members to work silently and independently;
Model good group behavior;

Sanction disruption of the silent, independent activity by comments addressed to the group as a whole.

Benefits:
Provides adequate time for thinking;
Facilitates hard work by the model of other group members reflecting and writing;
Avoids interrupting each other's thinking;
Avoids premature focusing on single ideas;
Eliminates dominance by high-status or aggressive members in idea generation;
Keeps the group problem-centered.

STEP 2: ROUND-ROBIN RECORDING OF IDEAS ON A FLIP CHART

Process:
Provide clear instructions concerning the step:

Indicate that objective of the step is to map the group's thinking;
Explain need to present ideas in brief words or phrases;
Explain process of taking one idea serially from each member;
Explain that group members must decide if items are duplicates;
Explain that an individual may "pass" when he has no further items, but may "reenter" later;
Express the desirability of hitchhiking and adding new ideas even if they are not on individual nominal worksheets;
Explain inappropriateness of discussion prior to completion of listing.

Quick, effective mechanical recording:

Record ideas as rapidly as possible;
Record ideas in the words used by group members;
Provide assistance in abbreviating only in special situations;
Make the entire list visible by tearing off completed sheets and taping them on an area visible to all group members.

Sanction group as a whole if individuals engage in side conversations or attempt to discuss items prior to completing the listing.

Benefits:
- Equalizes opportunity to present ideas;
- Assists in separating ideas from personalities;
- Provides a written record and guide:
  - Increases group's ability to deal with a large number of ideas;
  - Avoids loss of ideas;
  - Confronts the group with an array of clues;
  - Encourages hitchhiking;
  - Places conflicting ideas comfortably in front of group;
  - Forces the group to fully explore the problem.

STEP 3: SERIAL DISCUSSION FOR CLARIFICATION

Describe what is going to happen. Each idea listed will be discussed in order.

Process:
- Verbally define the purpose of the step:
  - To clarify the meaning of items;
  - To explain reasons for agreement or disagreement.
- Indicate that final judgments will be expressed by voting so arguments are unnecessary;
- Pace the group so that all ideas receive sufficient time for clarification;
- Avoid forcing the member who originally lists the idea to be solely responsible for clarifying the item.

Benefits:
- Avoids having discussion focus unduly on any particular idea or subset of ideas;
- Helps eliminate misunderstanding;
- Provides opportunity to express the logic behind items;
- Allows members to disagree without argument.

STEP 4: PRELIMINARY VOTE ON ITEM IMPORTANCE

Process:
- Ask the group to select from the entire list a specific number (7 ± 2) of priority (important) items:
  - Place each priority item on a separate 3x5 card or rating form;
  - Rank-order the selected priority items.
- Collect the cards or rating forms and shuffle them to retain anonymity;
- Tally the vote and record the results on the flip chart in front of the group.

Benefits:

Obtaining independent judgments in writing helps eliminate social pressures;

Expressing judgments mathematically by rank-ordering increases accuracy of judgments;

Displaying the array of individual votes clearly highlights areas needing further clarification or discussion.

NOTE: NGT can end here

(Optional) STEP 5: DISCUSSION OF THE PRELIMINARY VOTE

Process:

Define the role of the step as clarification, not pressure toward artificial consensus;

Keep the discussion brief;

Caution group members to think carefully about any changes they make in their voting.

Benefits:

Profides group members a final opportunity to clarify their positions;

Ensures that "spread" votes reflect differences in judgment, not unequal information or misunderstanding.

(Optional) STEP 6: FINAL VOTE

Process:

(Repeat Step 4)

Benefits:

Accurate aggregation of group judgments and error reduction;

Closure to the meeting.

APPENDIX E
SAMPLES OF SURVEY FORMS

The survey form that follows was developed and used by the task group at Harris College of Nursing, Texas Christian University in Fort Worth, Texas. Personal identification was not required from any of the nurse educators electing to participate in this activity. Responses were recorded on answer sheets that were provided each respondent. The university computer services were used in the tabulation of the results.

QUESTIONNAIRE

PART I Using a #2 pencil, mark the answer sheet under answer "a" the five (5) items you consider the *most* valid reasons for encouraging cultural diversity within the student body and faculty. Mark items other than the selected 5 under answer "b".

1. Money gained for school, *e.g.*, capitation grants
2. Human rights issues
3. Recruitment of more students
4. Edicts of Office of Equal Rights
5. Edicts of Office of Economic Opportunity
6. Edicts of Office for Civil Rights
7. Faculty insight into understanding patients
8. Faculty insight into understanding students
9. Enhancement of health care of diverse groups
10. Reflection of democratic ideals, *e.g.* "All men are created equal."
11. Provision of transition program for minorities to enter the mainstream of the nursing profession
12. Provision of opportunity for minorities to get jobs
13. Development of maintenance program in which all of education and opportunities are in terms of own culture.

PART II Using the answer sheet provided, mark the following statements according to this code:

a. strongly agree
b. agree
c. disagree
d. strongly disagree

14. Ethnic diversity should be respected at the individual, group, and societal levels.
15. Ethnic diversity provides a basis for societal cohesiveness and survival.
16. Equality of opportunity must be afforded to all members of ethnic groups.
17. Ethnic identification for individuals should be optional in a democracy.
18. Harris College of Nursing should create a total school environment consistent with democratic ideals and ethnic pluralism.
19. Harris College of Nursing policies and procedures should foster positive multi-ethnic interactions and understandings among students, faculty, and staff.
20. Harris College of Nursing faculty should reflect the ethnic pluralism within the Harris College of Nursing community.
21. Harris College of Nursing curriculum should reflect the ethnic learning styles of Harris College of Nursing students.
22. Harris College of Nursing curriculum should provide students with opportunities to develop a better sense of self.
23. Harris College of Nursing curriculum should help students to understand positive as well as negative experiences of ethnic societies.
24. Harris College of Nursing curriculum should help students to understand conflicts between ideals and realities of human societies.
25. Harris College of Nursing curriculum should promote values, attitudes, and behaviors which support ethnic pluralism.
26. Harris College of Nursing curriculum should help students develop the skills necessary for effective interpersonal and interethnic group interactions.
27. Harris College of Nursing curriculum should include the continuous study of cultures, historical experiences, social realities, and existential conditions of ethnic groups, including a variety of racial compositions.
28. Harris College of Nursing curriculum should use comparative approaches in the study of ethnic groups and ethnicity.
29. Harris College of Nursing should provide opportunities for students to participate in the aesthetic experiences of various ethnic groups.

30. Assessment procedures used with students should reflect their ethnic cultures.
31. Nurses (Professional Registered Nurse with a minimum of a BS in nursing) should care for all persons equally, regardless of race, sex, age, ethnic, or socio-economic background.
32. The nurse should protect the patient's privacy by not revealing any information about him obtained from his record or by talking with him.
33. The nurse should report an incompetent physician to the proper persons.
34. The nurse is responsible and accountable for individual nursing judgments and actions.
35. The nurse maintains competence in nursing.
36. Nurses should use judgment and knowledge of individual competence and qualifications in accepting responsibilities and delegating to others.
37. Nurses should actively be involved in research.
38. Nurses should work to improve standards of nursing care.
39. Nurses should work toward improving their employment conditions.
40. Nurses should be actively engaged in improving the image of nursing.
41. Nurses should work toward meeting the health needs of the public.
42. Nurses should maintain an appropriate appearance (*e.g.*, clean uniform, shoes, careful grooming).
43. Female nurses should wear their caps when giving direct patient care.
44. Nurses should be active politically.
45. Empathy, concern, and caring are the essence of nursing practice.
46. Adequate nursing care cannot be given without a very good knowledge base.
47. Teaching is an essential part of nursing.
48. Nursing is caring more than curing.
49. Nurses must be able to work well with other people.
50. The nurse coordinates the activities of all those who care for patients.
51. Grades are related to job success.

52. Small groups of students can learn more effectively than larger groups.
53. Covering essential content for a particular group of students is more important than the teaching strategy which is used.
54. Covering all of the objectives is more important than encouraging student participation.
55. Discussion can be effective in a large group of students.
56. Attendance is essential to learning.
57. Students retain much of what they learn in college.
58. It is wise to use texts of multiple levels of difficulty.
59. It is wise to use multiple texts.
60. It is wise to encourage use of reading beyond the test.
61. It is wise to select texts that are so good that students will want them as part of their professional library.
62. It is wise to make assignments that do more than merely satisfy course objectives.
63. It is wise to design useful work for students, avoiding routine assignments.
64. It is wise to have students make up tests and administer them to each other.
65. It is wise to construct some tests on which slow students will do well.
66. It is wise to give short tests frequently to provide different kinds of motivation and to provide for the needs of individual students.
67. It is wise to schedule tests so there is time for adequate feedback.
68. It is wise to use criterion-referenced tests instead of norm-referenced tests so that grades are not "curved" and each student is expected to attain the goals.
69. Non-white students have learning difficulties because they spend their early childhood in a culturally different environment.
70. Non-white students have learning difficulties because of an inferior, hereditary IQ.
71. Non-white students have learning difficulties because their standard English-usage is different.
72. Non-white students have learning difficulties because of a defeatist attitude resulting from their lack of general acceptance by society.

73. Non-white students have learning difficulties because they do not value learning as such.
74. Non-white students have learning difficulties because they believe teachers have a bias against them.
75. Non-white students have learning difficulties because they are lazy, and are unwilling to study.

PART III Continue using the answer sheet, matching the following statements to this code: a. YES
b. NO

76. Race makes a difference in friendship.
77. Have you ever visited in the home of a friend of another race?
78. Do you think people of other ethnic groups have ulterior motives in their relations with you?
79. Do you think you are racially prejudiced?
80. Have you had someone from another ethnic group to your house for dinner?
81. Have you ever been accused of ethnic discrimination?
82. Have you ever participated in ethnic discrimination?
83. Would you want students of a race other than yours to come to a social function?
84. Do you think students of a race other than yours are more likely to cheat on tests?
85. Would you approve of an ethnically mixed marriage?
86. Would you actively participate in a fair housing movement in your community if someone got the ball started.
87. Would you be upset if someone in your family dated someone of a different ethnic group?
88. Would you wear an outer garment that had been worn by a person from another ethnic group?
89. Do you believe that each ethnic group has its own value system, and that its core values are a contribution to society?
90. Do you believe that students of a race other than yours have greater difficulty in learning what you teach?

PART IV Continue using the answer sheet, matching the coded methods. In each case, select the method you think

could *MOST* appropriately be utilized in each of the following levels:

a. Lecture-Discussion
b. Electronic Media (CAI, films, TV)
c. Independent Study (book, library research, PSI, etc.)
d. Experiential learning (role playing, clinical laboratory)

91. N1114
92. Level I
93. Level IIA
94. Level IIB
95. Level IIIA
96. Level IIIB
97. Level IV
98. Electives

PART V Continue using the answer sheet, in each case selecting the most appropriate response. This part is *Optional.*

99. What is your age range?
    a. 21-35
    b. 36-45
    c. over 45

100. Which do you claim as your primary ethnic group?
    a. Anglo-Saxon
    b. Black
    c. Mexican-American
    d. Other

101. Which is your secondary ethnic group?
    a. German
    b. French
    c. African
    d. English
    e. None of these

102. Which is your secondary ethnic group?
    a. American Indian
    b. Scandanavian
    c. Jewish
    d. Scotch-Irish
    e. None of these

103. What is your educational level?
   a. Baccalaureate
   b. Master's
   c. Post-master's
   d. Doctorate

104. How many years of baccalaureate teaching experience do you have?
   a. 0-3
   b. 4-8
   c. 9-12
   d. more than 12

105. What is your sex?
   a. male
   b. female

106. What is your family's annual income?
   a. Below $10,000
   b. $10,000-$20,000
   c. $20,000-$50,000
   d. above $50,000

107. When you were in your basic nursing education program, which of the following more closely describes your family income?
   a. lower
   b. lower-middle
   c. middle
   d. upper-middle
   e. upper

108. To which of the following Levels are you presently primarily assigned?
   a. Level I
   b. Level II
   c. Level III
   d. Level IV

109. In which of the following geographic areas did you spend your early years?
   a. Northeast
   b. Midwest
   c. West
   d. Southeast
   e. Southwest

THANK YOU FOR YOUR COOPERATION!!

The following survey was developed and used by the task group at the University of Tennessee at Nashville (UTN). Personal identification was not required of any of the students electing to participate. The computer services of the university were used to tabulate the findings.

STUDENT SURVEY QUESTIONNAIRE

The Nursing faculty at UTN is involved in a project and we would like your cooperation in completing this questionnaire.

A. **Age**
- 1) Below 20 years ..... ____
- 2) 21-30 years ..... ____
- 3) 31-40 years ..... ____
- 4) 41-50 years ..... ____
- 5) Over 51 years ..... ____

B. **Sex**
- 6) Male ..... ____
- 7) Female ..... ____

C. **Race**
- 8) Caucasian ..... ____
- 9) Afro American ..... ____
- 10) American Indian ..... ____
- 11) Other ..... ____

D. **Marital Status**
- 12) Married ..... ____
- 13) Single ..... ____
- 14) Widowed ..... ____
- 15) Divorced ..... ____

E. If married, how many children do you have?
- 16) None ..... ____
- 17) 1-2 ..... ____
- 18) 3-5 ..... ____
- 19) More than 5 ..... ____

F. How many hours per week are you working?
- 20) 0 ..... ____
- 21) 1-16 ..... ____
- 22) 17-32 ..... ____
- 23) 33-40 ..... ____

G. Are you receiving financial assistance for your college education?
   24) Yes ..... ____
   25) No ..... ____

H. What is your total family annual income (husband and self)?
   26) $4,000-$8,000 ..... ____
   27) $9,000-$12,000 ..... ____
   28) $13,000-$20,000 ..... ____
   29) $21,000 and More ..... ____

I. How many miles do you live from the School?
   30) Less than 5 ..... ____
   31) 5-20 ..... ____
   32) 21-40 ..... ____
   33) Over 40 ..... ____

J. What was your basic education?
   34) High School graduate ..... ____
   35) G.E.D. ..... ____

K. Do you have a degree in *another* discipline?
   36) Master's degree ..... ____
   37) Baccalaureate degree ..... ____
   38) Associate degree ..... ____
   39) No degree ..... ____

L. If you do have a degree, what is your major?
   40) Biological Sciences ..... ____
   41) Social Sciences ..... ____
   42) Physical Sciences ..... ____
   43) Humanities ..... ____

M. How many hours of college credits did you have before entering the nursing program?
   44) None ..... ____
   45) 3-20 ..... ____
   46) 21-60 ..... ____
   47) 61-100 ..... ____
   48) Over 100 ..... ____

N. Nursing experience prior to entrance.
   49) L.P.N. ..... ____
   50) Nursing Aide/Technician ..... ____
   51) Corpsman—Military ..... ____
   52) No experience ..... ____

O. If you had nursing experience prior to entrance into program check approximate number of years.

53) 1-5 years ..... ____
54) 6-10 years ..... ____
55) 11-20 years ..... ____
56) More than 20 years ..... ____
57) No experience ..... ____

P. In the nursing program what method of teaching was most helpful?

58) Lecture ..... ____
59) Small group discussion ..... ____
60) Mixed (lecture and discussion) ..... ____
61) Clinical laboratory ..... ____
62) Programmed instruction ..... ____
63) Campus laboratory ..... ____
64) Instructional Media Center ..... ____

Q. Which method of teaching was least helpful in the nursing program?

65) Lecture ..... ____
66) Small group discussion ..... ____
67) Mixed (lecture and discussion) ..... ____
68) Clinical laboratory ..... ____
69) Programmed instruction ..... ____
70) Campus laboratory ..... ____
71) Instructional Media Center ..... ____

The sample forms that follow were adapted from A Handbook for Faculty Development *by William H. Berquist and Steven R. Phillips. The "Faculty Questionnaire," "Teaching Typology Survey," and "Student Learning Styles Questionnaire" were used at several of the project sites during the initial stage of determining faculty needs and concerns. Anonymity was maintained at all project sites using these forms.*

FACULTY QUESTIONNAIRE

1. The words "faculty development" can be defined in many ways. Please describe briefly what "faculty development" means to you.

_____

_____

_____

_____

_____

_____

2. Please describe briefly what would help you most to improve your teaching (aside from release time or additional resources).

_____

_____

_____

_____

_____

_____

3. Please place a check in the appropriate column indicating how valuable the following kinds of activities would be to you. in the column at the far right, place a check next to those activities in which you would be willing to participate.

	(1) Very Valuable	(2) Moderately Valuable	(3) Not Very Valuable	(4) Willing to Participate
a. Learn more about higher education generally.	☐	☐	☐	☐
b. Have others criticize my own teaching.	☐	☐	☐	☐
c. Share my attitudes and values about teaching with my colleagues.	☐	☐	☐	☐
d. Learn about students' learning styles, characteristics, and needs.	☐	☐	☐	☐
e. Improve instructional skills by experimenting with different teaching techniques.	☐	☐	☐	☐
f. Develop new courses or redesign existing ones.	☐	☐	☐	☐
g. Develop personal, organizational, management, and and leadership skills.	☐	☐	☐	☐
h. Learn more about course and teacher evaluation.	☐	☐	☐	☐
i. Learn more about student advising.	☐	☐	☐	☐

4. a. What is the approximate class size of each of the formal classes you most typically teach?

	under 15	15-35	36-50	51-74	75-100	over 100
(1) Class 1	☐	☐	☐	☐	☐	☐
(2) Class 2	☐	☐	☐	☐	☐	☐
(3) Class 3	☐	☐	☐	☐	☐	☐
(4) Class 4	☐	☐	☐	☐	☐	☐

b. Which of the following teaching methods do you primarily use in each of these classes?

	Lecture	Group Discussion	Mixed Lecture-Discussion	Independent Study	Small Group Discussion	Other, Please Specify Below
(1) Class 1	☐	☐	☐	☐	☐	☐
(2) Class 2	☐	☐	☐	☐	☐	☐
(3) Class 3	☐	☐	☐	☐	☐	☐
(4) Class 4	☐	☐	☐	☐	☐	☐

5. Do you discuss teaching with your colleagues on campus?

☐ a. No
☐ b. Yes, with one colleague
☐ c. Yes, with two or three colleagues
☐ d. Yes, with several colleagues

6. The following statements represent different views held by faculty regarding teaching. Please indicate the extent to which you agree or disagree with each statement.

Effective Teaching	(1) Disagree Strongly	(2) Disagree Somewhat	(3) Agree Somewhat	(4) Agree Strongly
a. There is no one style of effective teaching.	☐	☐	☐	☐
b. Teaching is a learned set of activities, and faculty can learn to improve their effectiveness.	☐	☐	☐	☐
c. Good teachers are born, not made.	☐	☐	☐	☐
d. The best teacher is the person who knows the most about the subject matter.	☐	☐	☐	☐

Effective Teaching	(1) Disagree Strongly	(2) Disagree Somewhat	(3) Agree Somewhat	(4) Agree Strongly
e. Teaching can best be improved by providing faculty with sabbatical leaves, lighter teaching loads, and smaller classes.	☐	☐	☐	☐
f. Involvement in scholarly research leads to far more exciting teaching.	☐	☐	☐	☐
g. Good teaching is an art, not a science.	☐	☐	☐	☐
h. One of the most important parts of good teaching is arousing student interest in the subject matter.	☐	☐	☐	☐
i. Students are the best judges of how effectively their professors teach.	☐	☐	☐	☐
j. Any instructional method is acceptable if it results in desired changes in students.	☐	☐	☐	☐
k. The most important results of instruction cannot be measured.	☐	☐	☐	☐
l. The effectiveness of any instructional method must be judged only in terms of its effect on student learning or satisfaction.	☐	☐	☐	☐

7. In your opinion, what is the single most important change that could be made in your nursing program to improve the quality of instruction (excluding additional time or resources)?

8. The following are a number of alternative instructional methods. In column A, please check whether you have used it. In column B, indicate whether you would be interested in attending seminars or workshops to learn more about how to use or improve your use of each method.

   If there is someone in this university/college setting who you think would be particularly good at helping you and others learn about each method, write that person's name in column C.

	(A) Have Used It	(B) Interested in Learning More	(C) Name of Resource Person
a. Lecture	☐	☐	_____
b. Group discussion	☐	☐	_____
c. Team teaching	☐	☐	_____
d. Interdisciplinary, problem, or theme teaching	☐	☐	_____
e. Use of the community as a learning laboratory	☐	☐	_____
f. Independent, tutorial, or contracted study	☐	☐	_____
g. Experiential learning, gaming, simulation	☐	☐	_____
h. Individual research or artistic project	☐	☐	_____
i. Group research or projects	☐	☐	_____
j. Use of students as teachers or discussion leaders	☐	☐	_____
k. Self-paced instruction, Personalized System of Instruction (PSI)	☐	☐	_____
l. Use of audio or visual media	☐	☐	_____
m. Other, please specify	☐	☐	_____

Biographical Data

1. Age: _____
2. Sex: ☐ Female ☐ Male
3. Academic Rank:
   ☐ Instructor
   ☐ Assistant Professor
   ☐ Associate Professor
   ☐ Professor
4. Please indicate if your position is:
   ☐ Part-time
   ☐ Full-time
   ☐ Tenured
   ☐ Non-tenured
5. Number of years employed at this institution: _____
6. Number of years of teaching experience: _____
7. If you presently hold an administrative position, please indicate what it is: _____
8. Highest degree attained:
   ☐ Bachelor's
   ☐ Master's
   ☐ Doctorate
   ☐ Ph.D. in progress
9. In what year did you receive your highest degree: _____
10. Number of papers published in scholarly journals within last three years:
    ☐ none
    ☐ one or two
    ☐ three or four
    ☐ five or more

TEACHING TYPOLOGY SURVEY

Read each of the teaching styles below. Circle the number that indicates the extent to which that particular style is characteristic of your own teaching. Personal identification is not necessary.

STYLE A

I see myself as a subject-matter expert, and I define my classroom role largely as an information-giver. My professional background has made me more knowledgeable in certain areas than most other people—there is no point in denying this—and I think students sign up for my courses because they want to learn as much as they can from me.

Unlike Me				Like Me
1	2	3	4	5

STYLE B

I expect work to be handed in on time and I insist that it be in the correct form. I do not take kindly to latecomers, nor do I permit students to miss classes without a valid reason. What about grading? We are evaluated all our lives in whatever we are doing, so students might as well get used to that at college. I like to be in control when I am teaching.

Unlike Me				Like Me
1	2	3	4	5

STYLE C

Many of my students have gone on to graduate school in my discipline, and whenever my best students do that I feel great satisfaction. I am continually on the alert for promising graduate students. You might even say I see myself as a gatekeeper, a recruiter for my field.

Unlike Me				Like Me
1	2	3	4	5

STYLE D

I think my job is to respond to the learning goals of the students, even where their goals and mine are quite different. I do not feel comfortable telling students what they are supposed to learn. I believe in taking students on their own terms,

so I do a lot of listening and questioning. I want to enable them to learn what they think is worth learning.

Unlike Me				Like Me
1	2	3	4	5

STYLE E

Students look up to me, not so much as a discipline expert but as a model for living. I suppose it has something to do with my energy and enthusiasm for what I am doing. Students may not remember everything I have said, but when the course is over, I think they have been inspired to find something that is as liberating and exciting for them as my work is for me. I suppose they view me as charismatic.

Unlike Me				Like Me
1	2	3	4	5

STYLE F

I learn as much from my students as they learn from me. Teaching is a dynamic social system, and students and faculty should learn from each other. I teach because I value personal growth, my own as well as theirs. I try to create an atmosphere of trust and openness in my courses, and I have no qualms talking about my own feelings and experiences, even the non-academic ones. I want students to know I exist beyond the classroom as well as in it.

Unlike Me				Like Me
1	2	3	4	5

Biographical Data

Sex: _____

Age: _____

Highest Earned Credential: _____

Date of Employment At This Institution: _____

Number of Years of Teaching Experience: _____

STUDENT LEARNING STYLES QUESTIONNAIRE

Check the response that best explains how you feel about each statement as follows: SA (strongly agree), A (agree), D (disagree), and SD (strongly disagree).

1. Most of what I know, I learned on my own. SA ___ A ___ D ___ SD ___
2. I have a difficult time paying attention during class sessions. SA ___ A ___ D ___ SD ___
3. I find the ideas of other students relatively useful for helping me to understand the course material. SA ___ A ___ D ___ SD ___
4. I think a teacher who lets students do whatever they want is not doing his job well. SA ___ A ___ D ___ SD ___
5. I like other students to know when I have done a good job. SA ___ A ___ D ___ SD ___
6. I try to participate as much as I can in all aspects of a course. SA ___ A ___ D ___ SD ___
7. I study what is important to me and not necessarily what the instructor says is important. SA ___ A ___ D ___ SD ___
8. I feel that I have to attend class rather than feeling that I want to attend. SA ___ A ___ D ___ SD ___
9. I think an important part of classes is to learn to get along with other people. SA ___ A ___ D ___ SD ___
10. I accept the structure a teacher sets for a course. SA ___ A ___ D ___ SD ___
11. To get ahead in class, I think sometimes you have to step on the toes of the other students. SA ___ A ___ D ___ SD ___

12. I do not have trouble paying attention in classes. SA___ A___ D___ SD___

13. I think I can determine what the important content issues are in a course. SA___ A___ D___ SD___

14. If I do not understand course material, I just forget about it. SA___ A___ S___ SD___

15. I think students can learn more by sharing their ideas than by keeping their ideas to themselves. SA___ A___ D___ SD___

16. I think teachers should clearly state what they expect from students. SA___ A___ D___ SD___

17. I think students have to be aggressive to do well in school. SA___ A___ D___ SD___

18. I get more out of going to class than staying at home. SA___ A___ D___ SD___

19. I feel that my ideas about content are often as good as those in a textbook. SA___ A___ D___ SD___

20. I try to spend as little time as possible on a course outside of class. SA___ A___ D___ SD___

21. I like to study for tests with other students. SA___ A___ D___ SD___

22. I like tests taken right out of the book. SA___ A___ D___ SD___

23. I feel that I must compete with the other students to get a grade. SA___ A___ D___ SD___

24. I attend classes because I want to learn something. SA___ A___ D___ SD___

25. I am confident in my abilities to learn important course material. SA___ A___ D___ SD___

26. School does not really interest me. SA___ A___ D___ SD___

27. I think students should be encouraged to work together. SA ___ A ___ D ___ SD ___

28. I feel that facts presented in textbooks and lectures are correct. SA ___ A ___ D ___ SD ___

29. I like the teacher to notice me. SA ___ A ___ D ___ SD ___

30. I feel that classroom activities are generally interesting. SA ___ A ___ D ___ SD ___

31. I like to think things through for myself before a teacher lectures on course material. SA ___ A ___ D ___ SD ___

32. I seldom get excited about material covered in a course. SA ___ A ___ D ___ SD ___

33. I prefer not to work alone on assignments. SA ___ A ___ D ___ SD ___

34. Before working on a class project, I try to get the approval of the instructor. SA ___ A ___ D ___ SD ___

35. To do well in a course, I have to compete with the other students for the teacher's attention. SA ___ A ___ D ___ SD ___

36. I do my assignments before reading other things that interest me. SA ___ A ___ D ___ SD ___

37. I do not like a lot of structure in a class. SA ___ A ___ D ___ SD ___

38. I have given up trying to learn anything from going to class. SA ___ A ___ D ___ SD ___

39. I like to hear what other students think about the issues raised in class. SA ___ A ___ D ___ SD ___

40. I think teachers are the best judges of what is important in a course. SA ___ A ___ D ___ SD ___

41. During class discussion I feel that I have to compete with the other students to get my ideas across. SA ___ A ___ D ___ SD ___

42. I think classes are very worthwhile. SA ___ A ___ D ___ SD ___

43. I work on class-related projects (e.g., studying for exams, preparing term papers) by myself. SA ___ A ___ D ___ SD ___

44. I feel that classroom activities are generally boring. SA ___ A ___ D ___ SD ___

45. I prefer to work in groups rather than alone on class projects. SA ___ A ___ D ___ SD ___

46. I try my best to do assignments the way the professor says they should be done. SA ___ A ___ D ___ SD ___

47. I like to see if I can get the answers to problems or questions before anybody else in class does. SA ___ A ___ D ___ SD ___

48. I am eager to learn about areas covered in class. SA ___ A ___ D ___ SD ___

49. I do assignments my own way without checking with other students about how they are going to do them. SA ___ A ___ D ___ SD ___

50. I do not feel that I miss anything if I cut class. SA ___ A ___ D ___ SD ___

51. I like to talk to other students outside of class about ideas and issues raised in class. SA ___ A ___ D ___ SD ___

52. I tend not to think or work on problems or issues in a field unless they were first covered in the text or lectures. SA ___ A ___ D ___ SD ___

53. I think a student is hurting himself if he shares his notes and ideas with other students before an exam. SA ___ A ___ D ___ SD ___

54. I feel that I can really learn something in a course. SA ___ A ___ D ___ SD ___

55. I feel that too much assigned work keeps students from developing their own ideas. SA ___ A ___ D ___ SD ___

56. I am in school only to get a degree. SA ___ A ___ D ___ SD ___

57. I try to get to know other students in my classes on a personal level. SA ___ A ___ D ___ SD ___

58. I think too much class discussion prevents the teacher from covering enough required material. SA ___ A ___ D ___ SD ___

59. I like to know that I have done better than other students in my class. SA ___ A ___ D ___ SD ___

60. I do my assignments whether I think they are interesting or not. SA ___ A ___ D ___ SD ___

Biographical Data

Age: _____ Race: _____

Sex: _____ Year of Enrollment: _____

Marital Status: _____